ABSTRACT

The Latino College Preparatory Academy Charter High School for English Language Learners (LCPA) will primarily serve students with the following profile: English Language Learners entering the 9th Grade (Spanish as a native language); students who will be first generation high school graduates and/or college bound; and students with a history of making grades below their potential (reading at 3-5th grade level) (currently, 66% drop out statewide).

LCPA meets the Public Charter Schools Grant Program Educationally Disadvantage alternative school criteria in which 100% of the students are low-income, at-risk, under-performing and limited English proficient referred by the East Side Union High School District. LCPA proposes to reform, restructure and upgrade reading and Math instruction to assist ELL high school students prepare for college and to retrain teachers through professional development.

Goals:

1.0 To prepare Limited English Proficient high school students to become proficient in English, Spanish and Computer technology using a Literacy-Across-the Curriculum, Dual Language and Technology-Across- the-Curriculum approach.

2.0 To graduate English language learners from high school and enroll them into college after four years of language instruction.

3.0 To train 100% of Teachers, and the Principal to use Technology-Across-The-Curriculum.

4.0 To involve Parents in the education of their children.

Objectives

1.1 90% of the students will improve their literacy skills by two grade levels in English each year of the program using the Literacy-Across-the-Curriculum Approach as measured by the Star 9 standardized test administered by the State.

1.2 95% of the students will read in Spanish at grade level or above using the Spanish-Literacy-Across-the-Curriculum Approach by June 30 of each year as measured by the State SABE standardized test.

1.3 90% of students will improve their math and computational skills by one grade level each year using a Dual Language Approach as measured by the STAR 9 and SABE Tests.

1.4 95% of students will be computer literate with the ability to use information technology for all class assignments and homework using take-home laptop computers by the end of the second year 2004 as measured by the NHU computer Literacy Exam.

1.5 90% of the students will be able to improve their writing skills by at least 2 rankings on the LCPA writing rubric scale each year.

2.1 80% of the students will complete all high school requirements for admissions into college and 75% will be admitted into a 4-year college by the end of four years of the program.

3.1 100% of the teachers and the principal will be trained and will demonstrate 90% proficiency in the use of hardware and software in teaching as measured by NHU computer Mastery Exam.

4.1 100% of Students and Parents will sign a contract to be involved with LCPA each year and 90% will enroll in an ESL, GED, or Computer learning program each year.

Currently, 66% of high school immigrant LEP students in California drop out before completing high school. After 4 years, the Latino College Preparatory Academy Charter High School will serve 400 ELL students and become a national model to reform high school education for LEP students. Seventy-five percent (75%) will be admitted to college upon graduation. The investment by the State Charter School Unit will be $2,175 per student over a 36-month period (Planning + Implementation).

<div align="center">NARRATIVE</div>

I. INNOVATIVE VISION

Demographic Characteristics of the Community and Performance Levels

LCPA targets students who due to language and cultural differences and socio-economic status are underachieving in the traditional high school and are at risk of not graduating from high school. In the Santa Clara Valley of California, also known as "Silicon Valley," San Jose's National Hispanic University (NHU) in collaboration with the East Side Union High School District (ESUHSD), proposes to implement a school-wide instructional program to address the needs of low-income, at-risk, ELL students who are reading at the 3-5th grade level in English at the 9th grade. In the wealthiest region in the world, the Silicon Valley, live residents that are among the poorest population in the area known as East San Jose. Long term residents who were attracted by the rich agricultural valley and canneries are now being displaced by the technology boom that has driven the cost of living so high that this labor-based population can no longer afford to live here. Worst yet, their offspring are dropping out of school at a rate of 50%-70% from high school. Schools here have among the lowest high school API in northern California accounting for the highest drop out rate in this region. The East Side Union High School District's feeder middle schools Alum Rock Union Elementary School District and Fair Middle School in the Franklin McKinley School District are at the bottom of API scores with a ranking of 2 to 4 with 10 being the highest when compared to similar schools in other areas.

Modes and Methods of Instruction In Site-Based Program

The program will be site-based on the campus of the National Hispanic University in San Jose in a neat and comfortable 10,000 sq. ft. educational facility with a large two-acre grass sports field. Students will be recruited from the 10 high schools in the East Side Union High School District. The LCPA Charter School will reform, restructure, and upgrade approaches and impact teacher effectiveness and student learning for English Language Learners (ELL). Students will undergo intensive reading and writing in both English and Spanish with an emphasis on Literacy-Across- the-Curriculum using a dual language learning and Technology Across the Curriculum approach. Subject content will meet the California Content Standards in all subjects taught, with emphasis upon reading competency at grade level.

Overall Program Goals:

1.0 To prepare Limited English Proficient high school students to become proficient in English, Spanish and Computer technology using a Literacy-Across-the Curriculum, Dual Language and Technology-Across-the-Curriculum approach.

2.0 To graduate English language learners from high school and enroll them into college after four years of instruction.

3.0 To train 100% of Teachers, and the Principal to use Technology-Across-The-Curriculum.

4.0 To involve Parents in the education of their children.

Philosophy, Theory and Research

LCPA will emphasize the philosophy of the University - high expectations of students (Si Se Puede/It Can Be Done), role modeling for students reflected at the school and the curriculum and academic support systems using cooperative learning, study-buddy partner learning, tutoring and mentoring for students. The National Hispanic University (NHU) has utilized best practices from research and practical experience to address the needs of Language minority students. The proposed interventions are designed to model recommended teaching techniques and hands-on learning. The following research findings (Cruz et. al., 1979; Cummins, 1992; Collier, 1996; O' Malley & Chamout, 1990; Oiler, 1993; Snow and Britton, 1997) serve as the foundation for the proposed restructuring of the curriculum to be used at the Latino College Preparatory Academy:

- Language acquisition is not one-dimensional.
- There are three processes in second language (L2) acquisition: linguistic, cognitive and sociocultural.
- The linguistic process includes two types of language: social or BICS (2-3 years for development) and academic or CALP (7-9 years.)
- The native language (L1) plays a very positive and powerful role in the L2 acquisition process.
- Continuing cognitive and academic development in L1 is considered to be a key factor for academic success in L2 during initial years of exposure to English.
- The role of L1 in the academic development of L2 is to provide uninterrupted cognitive development.
- Cognitive development in L1 should be done along with thinking skills development in ESL Classes.
- L2 taught through meaningful academic content areas across the curriculum is considered crucial to L2 academic success.
- Student–centered discovery learning is the key to academic success.
- Class activities should be structured so that all the students are involved in intensive learning hands-on, doing, cooperative learning.
- Two-way development bilingual education programs provide the most consistently successful academic achievement and late-exit or maintenance bilingual programs also provide success in academic development.
- Learning is accelerated when all language skills are developed simultaneously.
- For ultimate academic success cognitive and academic development is a higher priority than exposure to the second language (Collier, 1995, 1997).
- Use of technology complements and enhances language development.

The latter principles and philosophy combined with best practices in smaller school settings, cooperative

learning and on-going training of teachers throughout the year, were used in the planning and design of the

LCPA Charter High school for English Language Learners.

Educational Objectives To Be Accomplished

1.1 90% of the students will improve their literacy skills by a minimum of one grade level in English each year of the program using the Literacy-Across-the-Curriculum Approach as measured by the Star 9 standardized test administered by the State.

1.2 95% of the students will read in Spanish at grade level or above using the Spanish-Literacy-Across-the-Curriculum Approach by June 30 of each year as measured by the State SABE standardized test.

1.3 90% of students will improve their math and computational skills by one grade level each year using a Dual Language Approach as measured by the STAR 9 and SABE Tests.

1.4 95% of students will be computer literate with the ability to use information technology for all class assignments and homework using PC's and laptop computers by the end of the second year 2004 as measured by the NHU computer Literacy Exam.

1.5 90% of the students will be able to improve their writing skills by at least 2 rankings on the LCPA writing rubric scale each year.

2.1 80% of the students will complete all high school requirements for admissions into college and 75% will be admitted into a 4-year college by the end of four years of the program.

3.1 100% of the teachers and the principal will be trained and will demonstrate 90% proficiency in the use of hardware and software in teaching as measured by NHU computer Mastery Exam.

4.1 100% of Students and Parents will sign a contract to be involved with LCPA each year and 90% will enroll in an ESL, GED, or Computer learning program each year.

Summary

The LCPA graduate will be prepared as an educated person for the 21st Century with critical thinking and

communication skills in English and Spanish, computer and math skills, the ability to work with diverse

populations in a cooperative team effort, leadership skills and an attitude never to quit (¡SI SE PUEDE! IT CAN

BE DONE!).

LCPA Contribution to Educational Reform

The National Hispanic University will assist LCPA to completely restructure the existing curriculum for ELL

students by designing a model dual language, English/Spanish, Literacy–Across–the– Curriculum and

technology program. This model charter school will serve as a laboratory school that can be used to

restructure other schools in the ESUHSD and others with large numbers of LEP students. The curriculum will

be upgraded from a traditional "dumping ground" ESL program where ELL students entering the ninth grade

are automatically placed and from whence high numbers of students never complete their high school

graduation requirements.

Project Plan for Curriculum Reform

Task	Existing	Reform	Result
High School Curriculum	ESL 1, 2, 3 Basic Math/ Social Studies	Literacy in Eng./ Spanish, Algebra, Chemistry, Pre-Calculus, Social Studies & Courses in English and Spanish equivalency	Proficiency in Eng. and Span.; Completion of College Admission requirements
Materials	English	English and Spanish Equivalency	Proficiency in two languages
Curriculum Development	Existing English/ESL District Curriculum	Bilingual Curriculum Development and acquisition	Bilingual Secondary Materials
Parent Involvement	None	Required in Contract along with Family Education	Home, Academic Support and College Expectations
Staff Training	Optional District English/ESL Workshops	Required of all staff with stipends provided	Well prepared teachers & staff
Tutorials	Optional: in English only	Required; in two languages	Academic support
College Preparatory	None	Enrollment in College Preparatory Courses and Advisement	75% will attend college

Technology

The integration of technology is another of the innovative features of this project. One of the goals of the program is for each student to have an assigned computer or laptop.

II. EDUCATIONAL CAPACITY-STRATEGIES AND METHODS AND ALIGNMENT WITH STATE STANDARDS

The California Curriculum Framework is the basis that guides all teaching and learning at LCPA. During the Planning Grant phase, a curriculum team headed by Dr. Barbara Gillespie, a retired teacher and literacy expert, and Teacher Raquel Topete downloaded all of the State content standards for graduation and these were used to design the LCPA curriculum framework for the Petition that was approved by the ESUHSD Board. State standards dictate the success benchmarks for the LCPA curriculum. This Implementation Grant would help us to further develop these curriculum benchmarks in two languages from the 9th-12th grade. The curriculum development will include involving all the teachers in designing, acquiring, adapting and developing specific lesson plans aligned with the State content standards for different grade levels in two languages for all content areas, e.g., reading, writing, algebra, science, history, etc.

Clear and Measurable Outcomes and Comprehensive Student Assessment

LCPA has been operational for only four months and thus has not participated in the API statewide as of

yet but after one year will welcome the opportunity to participate. The LCPA overriding goals are to prepare LEP high school students to be proficient in English, Spanish and Computers, and enable LEP students to develop skills and competency to enroll in college, fully integrate technology into the structure, curriculum, teaching, learning and assessment of the LCPA and involve parents in the education of their children. LCPA provides an alternative for these students to receive the English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) assistance that they may require to maximize their academic achievement potential.

English Proficiency: Students will annually demonstrate continuous and educationally significant progress on oral and written English proficiency measures. Target: 90 percent of project students will make a minimum of one grade level gain in oral and written English proficiency.

Academic Achievement: Students in the project will annually demonstrate continuous and educationally significant progress on appropriate academic achievement measures of language arts, reading, and mathematics. Target: 90 percent of project students will make a minimum of one-grade level gain in academic achievement in language arts, reading, and mathematics. Students will demonstrate significant and measurable progress on the SAT 9 state exam, particularly in the areas of reading and mathematics. The LCPA will establish a baseline and performance targets based on the mean for all students in the state of California. The LCPA will expect all students to complete the University A-G requirements.

Technologies Skills Achievement: The overarching goal is for 100% of students to develop an understanding of computers, the use of input and output tools, the way commands and menus are used, the way files are managed, and enough of the "inside of the computer" to be able to solve minor operation problems.

Plans and Resources for Professional Development

The LCPA has planned three (3) training strands to address our specific objectives. These are (1) Dual Language Learning Methods (2) Teaching Literacy-Across-The-Curriculum and (3) Using Technology-Across-The-Curriculum. The entire school personnel will be trained using the development principles outlined in the philosophy, theory and research section above. Dr. Roberto Cruz, a pioneer in bilingual education and former President of the California and National Bilingual Education Associations (CABE, NABE) will be one of the in-kind trainers. Dr. Barbara Gillespie, an expert in literacy along with Stephen Krashen and Eleanor Thonis experts in second language learning and bilingual reading transfer, respectively, will be invited trainers for staff professional development sessions. Consultants will be contracted to train teachers in cooperative and small-

group learning and curriculum development and technology in the classroom. Trainees will receive $500 incentive stipends.

Expertise of Personnel

The LCPA faculty and staff are professionals with a wide range of skills and leadership qualities, teaching and administrative experience. Current staff include: Interim Principal, paid by NHU, Dr. Roberto Cruz, Ph.D. in Policy, Planning and Administration and an MA degree in Curriculum and Instruction, University of California, Berkeley. A former Stanford, St. Mary's and California State University, Hayward instructor in second language acquisition; bilingual secondary school teacher in Stockton with a life teaching credential and founder of NHU; Dr. Barbara Gillespie, Ed.D. English, U.C. Irvine, secondary teaching credential, Literacy expert and teacher supervisor; Teachers: Janice Garcia, Masters in Chemistry, Ohio State University and a California teaching credential; Raquel Topete, B.A. Degree in English, U.C. Berkeley, preliminary secondary teaching credential and a former high school English teacher; Douglas Wantz, BA Degree and teaching credential in health, nutrition and physical education, Loyola Marymount; Mark Salazar, BA Degree in Mathematics, San Jose State University, enrolled in NHU credentialing program; Sergio Lopez, BA Degree in History, San Jose State University, enrolled in NHU credentialing program. Classified staff include: Marco Antonio Cruz, BA Degree, U.C. Davis, charter school expert and former pre-college teacher, School Administrator and Student Advisor, in charge of daily oversight of LCPA; Hugo Comparan, BA Degree, Computer Science, NHU, Student Advisor, Computer trainer and Coordinator of Tutorial Services, Marisol Esparza, Attendance Clerk, AA Degree, San Jose City College, five years of experience Alum Rock District; Adrian Jimenez, Custodian.

Quality of Level of Student Interaction with Teachers

At LCPA it is common to hear the motto "Si Se Puede!" ("It Can be Done") and for teachers to meet with students daily after school until 4:30 pm. Teachers are considered role models and along with staff and advanced college students are assigned students to mentor. Mentors meet once a month with students to provide guidance and assistance as needed. At the LCPA and University-wide, students, faculty and staff consider themselves as one "familia". Here respect for diversity is not a goal but rather, a way of life. Teachers are trained to treat and teach students as if they were their own children and to have high expectations for each student. LCPA has established a School and Home Support System where teachers implement cooperative learning in the classroom and form "study-buddy" groups outside the classroom. Student

homework Phone networks are established – there is no excuse for students not doing their homework.

Students and teachers at LCPA are very close.

III. BUSINESS CAPACITY

Comprehensive Design – June 2002-January 2004   (20 months)

Following is our comprehensive design for adequately achieving our objectives on a timely basis and

within budgetary constraints, including clearly defined responsibilities, timelines and milestones for

accomplishing LCPA curriculum and administrative tasks. See following Curriculum chart and our

Administrative Timeline:

Objectives	Y1	Y2	Y3	Y4	Y5	Responsible Party
GOAL 1.0 – English / Spanish/Computer Proficiency&Academic Achievement						
Obj. 1.1 90% receive Lit. Skills	X	X	X	X		Teachers, tutors, parents
Obj. 1.2 95% receive Span. Lit.	X	X	X	X		Teachers, tutors, parents
Obj. 1.3 90% improve math skills	X	X	X	X		Teachers, tutors, parents
Obj. 1.4 95% computer Lit.	X	X	X	X		Teachers, tutors, parents
Obj. 1.5 90% improve writing skills	X	X	X	X		Teachers, tutors, parents
GOAL 2.0 – HS GRADUATION AND COLLEGE ENROLLMENT Academic Achievement						
Obj. 2.1 80% complete HS requirements for adm. to college				X		Teachers, Tutors, Parents,Counselor, Administrator
Obj. 2.2 75% admitted to College					X	Counselor, Administrator, Pre-college advisors
GOAL 3.0 – Technology Skills Achievement & Professional Development in Technology Education						
Objective 3.1. 100% teachers& Administrator trained in Comp Tech	X	X	X	X		Consultants, Administrator, Counselor
GOAL 4.0 – PARENTAL INVOLVEMENT Technology Use and Implementation						
Objective 4.1100% students & Parents sign contract, 90% of Parents enroll in ESL,GEDorComp	X	X				Administrator, Counselor,Univ.Advisor

LCPA ADMINISTRATIVE TASKS AND TIMELINE JUNE 2002 – January 2004   (20 Months)

		(Grants, ADA, LEP, Ch I)	20 Months
TASKS	**Persons Responsible**	**Resources**	**Timeline**
1. Advertising Program, Positions	Administrator, Principal	Grant	M 1
2. Hiring of new Teachers	Prin., Adm. Site Council	Grant	M 1,2
3. Curriculum Development	Consultant, Teachers, Adm.	Grant	M1-3
4. Training/Prof. Dev. (stipends)	Teachers, Staff	Grant	M2-20
5. Parent/Student Orientations	Prin., Adm., Teachers, Advisor	Grant	M2,3,7,14,15, 20
6. Election of new Site Council member	Prin., Adm., Parents,Teachers	ADA	M2, 12
7. School Site Council Meetings	Prin, Adm, Parents, Teachers, Dist.	ADA	M-12
8. Purchase of Equip., Mat,Supplies	Adm., Site Council, Teachers	Grant	M2,3
9. Establish Attendance System	Attendance Clerk	Grant	M 1-3
10. Summer Classes	Prin., Adm., Teachers, Parents	ADA	M 2,3
11. Semester Classes	Site Council, Teachers, Parents	ADA	M 4-13
12. Evaluation (staff,program)	Site Council, Evaluator, Parents	ADA	M 3,8,13,16,20
13. Meetings, National/State Charter	Administrator	Grant/ADA	M 13,20 25

7

14. Budget Development*   Prin., Adm.,Site Council   ADA   M2,4.14
15. Budget Audit   External Independent Auditor   Grant/ADA   M 13, 25
*A breakdown of the Implementation Budget is included in the Budget Section of the application

Comprehensive Budget and Cash Flow Projections

A thorough budget and cash flow projection chart was designed and appears with the budget sheet and narrative section of this application due to space limitations. The 15-month revenue projections for LCPA includes the different funding sources and amounts plus a cash flow timeline indicating when LCPA anticipates receiving the revenue and how it intends to continue operations without a break in services to students. This Implementation Grant plays a key role in allowing us to implement our model charter school without a hardship due to lack of funds through a one-time grant. The 15-month total revenue projections from ADA, grants and in-kind services = $__1,663,090___ . The expense projections over the same period = $___1,604,436_____ which leaves a balance of $_58,654_____ of revenue over expenses. Cash flow does present a problem particularly during the first six months of the program due to the fact that the State does not allocate the first installment of ADA until the second semester. This Implementation grant is critical to our success. (Please see the comprehensive budget and cash flow chart in the budget section.

Governance and Management Structure

LCPA has a nationally recognized Hispanic leader at the helm and eight very capable teachers and administrative team. ESUHSD Superintendent Joe Coto, the head of the authorizing public charter agency, supported Dr. Cruz in establishing a model charter high school for ELL students on a University campus as an alternative for the many immigrant students that are dropping out from the District. Mr. Coto participates in planning meetings and has offered Dr. Cruz any services, which the District can assist with. A District representative sits on the School Site Council, the decision-making body of the school. Dr. Cruz, paid by NHU, is the principal and Curriculum Leader. He has assigned the daily duties of The National Hispanic University to Vice President Dr. Monte Perez while he devotes 50% of his time to building LCPA. He has assembled an impressive administrative and teaching team second to none in the State. Dr. Barbara Gillespie, a retired secondary teacher and administrator with expertise in literacy, is part of the management team that supervises the teachers. Marco Antonio Cruz is a young administrator with outstanding leadership skills and experience in helping design charter schools and has assisted Ms. Wadley in the State as a volunteer reviewer. He oversees the daily student and parent operations of the school. This team and the School Site Council, composed of all stakeholders in the school have selected five outstanding, certificated, bilingual

teachers and three classified personnel (their names and credentials are listed in the Educational Capacity section.

Location of the School

LCPA will be a model High School/University charter school and is housed on the campus of the University in a separate10,000 sq. ft. educational building at 14271 Story Road in East San Jose. Students also utilize all of the campus facilities, including classrooms, auditorium, library, cafeteria and a 2-acre sports field and sports facilities at no cost to the school. Mr. Adrian Jimenez is the custodian in charge of maintenance and will be paid through our ADA. The facilities are immaculate and cost $1 a square foot. NHU will make an-kind contribution of facilities of approximately $10,000 per month.

Recruitment of Qualified Teachers

The process to recruit qualified teachers is as follows: LCPA advertises all teacher positions in the San Jose Mercury News, on the Internet, NHU web site, California Association of Bilingual Education, on the NHU and San Jose State University Teacher Education programs, and surrounding school districts. Applicants are paper screened by the NHU Human Resources Office to ensure that they meet position requirements. Applicants that qualify are invited for an interview by the Administrator with the School Site Council. The top two selections are then recommended to the principal for final selection.

IV. COLLABORATIONS AND NETWORKING STRATEGIES

Involvement of Parents and Community

Besides students, parents are the key stakeholders at the LCPA. As such, parents sign a contract of involvement with the school agreeing to sit on the School Site Council, attending student and parent orientations, establishing a Home Support System to help students at home and enrolling in enrichment classes such as ESL, GED or Computer Literacy offered by NHU. Additionally, NHU is linked to all community agencies in the area who offer LCPA services, e.g., Alum Rock Counseling Center, Santa Clara Health Services, East Valley YMCA, MACSA, Hispanic Heritage Plaza, etc.

Description of External Partnerships

NHU and ESUHSD have developed many business and community supporters who will serve to provide resources to the charter school and link LCPA students with members of the community. Students will be mentored by members of the Hispanic Chamber of Commerce, Hispanic Heritage Corporation and Plaza, East Side YMCA, Alum Rock Counseling Center, East Side Lions Club, and corporate members from the NHU

Board (Therma, Inc., Rudolph and Sletten, Inc., Applied Materials,Inc., Sobrato Development Companies, and others). NHU will provide after school tutoring from 3-5 pm daily. The University will utilize its trio program staff as tutors and mentors in a cross- age tutoring program. Additionally, LCPA is forming an alliance with area Charter Schools like MACSA Calmeca , El Portal and Downtown College Prep so that students can have friendly competition in sports like soccer, softball, basketball and volleyball. More importantly, we will be planning to compete in a <u>Knowledge Bowl</u> to show students the importance of academics.

Plans for Effective School Culture

The NHU campus promotes multiculturalism and respect for diversity. As such it offers a friendly learning environment where students help one another in non-competitive surroundings and feel a part of a larger family away from home. Classroom sizes are small with 20 or less students and teachers and students really get to know each other well. At LCPA students are thinking beyond high school to attend college and they are being exposed to different careers that they can pursue. The school is linked to the home via parents who have aspirations that one of their children will someday graduate from college (these are at-risk students in traditional high schools). As one student describes the school culture, "It isn't the buildings that matter at NHU but rather the people inside the buildings."

Description of Relationship with Authorized Public Chartering Agency

NHU has a very positive relationship with the ESUHSD the LCPA authorized public chartering agency. Superintendent Coto wanted to help create an alternative Charter School. In 1997, NHU and ESUHSD signed an educational partnership for both parties to work together to address the educational needs of students in the District. NHU has successfully conducted model programs for ESUHSD students at-risk of not completing their high school requirements for graduation for the past four years. Some of these students have graduated from high school and are currently freshman, sophomores and juniors at NHU. Of sixty-six students participating in the summer of 1999, fifty-one successfully completed their high school requirements and are enrolled in a four-year institution.

External Means of Support for Quality

NHU has used its positive influence to obtain external financial and in-kind support for LCPA. For starters, the 10,000 sq. ft. quality educational facilities housing the charter school were donated to NHU by the Santa Clara County Office of Education. LCPA pays no rent! Sobrato Family Foundation donated some nice furniture for the school. IBM has donated ten brand new PC's to establish a starter computer lab. NHU Board donated

labor and materials to upgrade the facilities to their current beautiful status. Applied Materials, Inc. has agreed

to provide a grant to LCPA to strengthen the School and Home Support System and tutoring services to

students. As this charter gains recognition in a year or two, this charter school will be able to sustain itself with

the ADA and external support from the private sector. Right now we need a one-time boost through this

implementation grant.

Collective Knowledge and Experience of Charter School

The founder of The National Hispanic University and LCPA Principal, Dr. Cruz, has established from

scratch several successful independent, non-profit model programs serving low-income people, including three

educational facilities that are flourishing today, i.e., Centro VIDA Bilingual Pre-School, Berkeley, El Nuevo

Mundo Bilingual Pre-School , Richmond and, The National Hispanic University. The LCPA charter school start-

up is not unlike the latter. We have attended several charter school start-up and evaluation workshops and

have a good working knowledge of what is expected in terms of regulations and deliverables. A member of our

LCPA staff has been a volunteer for the State Public Charter School Unit to provide guidance and review

applications. He has also attended the National Charter School Conference in Washington, D.C.

V. OVERALL PROGRAM EVALUATION- ALL ORGANIZATIONAL VARIABLES

Sections I to IV are clearly described above and support the LCPA parent and student vision.

Comprehensive Assessment Program

Goals and measurable objectives and benchmarks to improve student learning are listed in sections I, II

and III, Innovative Vision, Educational Capacity, and Business Capacity, "a Comprehensive design."

Goals and Benchmarks for Student Learning   (See sections I, II, and III)

Description of Instruments Program measures of success

Will the academic program be a success? Samples of student work and data from tests and performance

assessments will be the focus of regular staff analysis, professional development, and program improvement

planning in an ongoing "cycle of inquiry." State and district standards and standardized tests will provide the

framework and benchmarks for assessing progress in all subjects, while student portfolios will provide a

vehicle for documenting and communicating growth. For example, skills in reading across the content areas

will be measured through criterion referenced tests, as in the series, 'Be a Better Reader," and in standardized

tests such as the "Gates MacGinities Reading Test" and "The Nelson Denny Reading Test." Pre- and post-

testing and work-sampling in core academic areas will provide solid information of each student's progress

over time and the "value added" through the educational program. It will also allow early identification of potential academic problems and appropriate interventions. Overall student performance from internal assessments and the state STAR accountability system will allow comparison with other schools serving similar students.

Description of Self-Monitoring and Changes

A key feature of this charter school is that it is driven by high expectations of students and on-going assessment of student achievement. Indeed, students monitor their own academic growth daily through self-assessment and portfolios. Every student knows and is proud of his/her progress. Teachers meet twice per week as a cluster to discuss each student's growth and design joint lesson plans and thematic instruction. Teachers and staff evaluate all components of the charter school each week and recommend changes to the principal based on student needs and performance. Parents are administered an English/Spanish survey each semester to assess their level of satisfaction, e.g., what I like about LCPA, what I don't like and recommendations for change. For some, the latter assessment is done orally at parent meetings. The School Site Council also evaluates the progress of the school.

Description of Process of Identification of Implementation Needs

The process used to identify specific implementation needs to develop the school began with the District Superintendent asking NHU to help them find a solution to the high drop out rate of immigrant students. A series of five parent and community needs assessment workshops were conducted in Spanish with parents of students in the District and community leaders from East San Jose. These were held in the NHU auditorium at night and on Saturdays. From the parent and community needs and recommendations evolved the idea of the Latino College Preparatory Academy Charter High School for English Language Learners on a college campus rather than in a storefront building. The school was planned and designed with community involvement thanks to a $35,000 Planning Grant from the State on September 2000 through January 27, 2002. The implementation needs of Dual Language Learning, Literacy-Across-The-Curriculum and Technology-Across-The-Curriculum evolved from the parents wanting their children to understand the curriculum in their home language while they were learning English, wanting their children to improve their reading and writing skills, and wanting their children to learn to use technology and not have to work hard labor for the rest of their lives in a low-wage job.

Description of Needs Alignment with Organizational Variables

The needs of Dual Language, Literacy and Technology skills are directly aligned with the effective

variables of LCPA and the goals and objectives in sections I, II and III.

VI. GRANT PROJECT PROPOSAL -GOALS AND OBJECTIVES OF GRANT PROJECT, BY YEAR

Year I Goals

1. To recruit new teachers for LCPA for the summer, June, July 2002.
2. To train teachers on the philosophy, curriculum and teaching methods June-August 2002.
3. To establish a computerized attendance system for LCPA, June-August 2002.
4. To design and print bilingual advertisement materials for LCPA, June, July 2002.
5. To purchase equivalent Spanish high school textbooks and materials July 2002.
6. To incorporate a mobile wireless laptop lap that can be used by students August 2002.

Year II Goals

1. To train all LCPA teachers and staff, July 2003.
2. To develop bilingual curriculum in different content areas June, July 2003.

Objectives Year I

1.1 To recruit five additional qualified teachers with a major in English, Math, Science, History and Music/Art by June 15, 2002.
2.1 To train 5 existing, 5 new and 5 staff members on teaching methodologies in content areas in two languages and literacy-across-the curriculum during the June-August 2002.
2.2 To have teachers develop joint lesson plans and curriculum in their subject area during the summer and school year for use in the classroom June-December 2002.
2.3 To train teachers on assessment and use of different evaluation instruments used by the District and the State to measure achievement and student outcomes June-December 2002.
3.1 To purchase and install a software Attendance system that will eliminate the current manual recording system August 2002.
4.1 To design quality promotional materials for LCPA promotions June, July 2002.
5.1 To obtain quality Spanish-equivalent textbooks comparable to English materials July 2002.
6.1 To purchase a mobile laptop lab by September to train all students on the use of computers to do their classroom and homework August 2002.

Objective Year II

1.1 To use existing teachers as master teachers to train new teachers on the philosophy and teaching methods of the charter school July 2003.
2.1 To do curriculum development and joint lesson plans in two languages June, July 2003.

Tangible Work Products and Activities to be Performed

This Implementation Grant would equip both the LCPA and its students and teachers with one-time

funding for the Year I: 1) recruitment of teachers, Year I, II: 2) training of personnel, Year I,II: 3) curriculum

development, YI: 4) technology hardware including a mobile Laptop Lab and Attendance-reporting software,

YI: 4) advertising, publication and printing of quality promotional materials, and YI: 5) purchase of Spanish

equivalent materials and supplies that students will need to succeed in the 21st Century. This Implementation

Grant would help us to develop curriculum benchmarks in two languages from the 9th-12th grade and to train

teachers and staff. The curriculum development will include involving all the teachers in designing, acquiring,

adapting and developing specific lesson plans aligned with the State content standards for different grade

levels in two languages for all content areas, e.g., reading, writing, algebra, science, history, etc. Teachers would be paid through the one-time grant during June through August 31, 2002 for curriculum development and training in the different content areas. Participants would each be offered a stipend of $500 per year for participating in the training.

Costs: A description and specific cost is outlined in the "Budget Sheet and Narrative" section.

Other Support Funds : (See Section IV, Collaboration and Networking, External means of Support)

Timelines (See Year I, II Goals and Objectives above)

Responsible Individuals:

Marco Antonio Cruz, is the Site Administrator in charge of the LCPA. Mr. Cruz is a graduate from U.C. Davis with expertise in planning and economics. He is an outstanding administrator who has taught and advised at-risk high school youth for five years at the NHU Pre-College Program Division. He has managed a $1.5 million budget and a staff of twenty-five people for five years with a balance budget and no external audit exception. He has three years of experience in helping design charter schools such as the Mexican American Community Services Agency (MACSA), Calmeca and El Portal and the NHU Latino College Preparatory Academy. He has been very involved as a volunteer with the State's Charter Schools Unit in making presentations and assisting review proposals and offering recommendations. The LCPA will be governed by the School Site Council with oversight and significant site-level responsibility. The Council is composed of parents, teachers, school administrator, ESUHSD representative and a corporate representative. Finally, the Board of Trustees of The NHU, chaired by Ambassador Phillip V. Sanchez, will conduct a quarterly evaluation of LCPA.

Monitoring Procedures of Progress

Progress will be monitored by LCPA Administrator using pre-post test instrument to measure gain made by trainees in all professional development seminars. For teacher recruitment, signed contracts will be kept and for purchases, materials and equipment; inventories will be kept.

Grant Funds Fulfilling Educational Vision

This Implementation grant would provide our community the necessary boost and lifeline that LCPA needs to fulfill our educational objectives to become a model school for the State.

Adherence to Grant Requirements

NHU enjoys a very credible record of integrity in administering State and Federal grants in accordance with grant provisions and requirements. We can ensure you that we fully intend to continue that record.

ABSTRACT

ATTACHMENTS

1) Letters of Support
2) Governance and Organizational Documents
3) By-Laws
4) LCPA Governance Structure and Organizational Chart